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ABSTRACT

Attending the National Bilingual Bicultural Education Institute in Albuquerque, New Mexico on November 28-December 1, 1973, were 1,300 representatives from 25 states. Among the institute's objectives were: (1) to review present and pending state bilingual bicultural education legislation and appropriations; and (2) to develop new directions for bilingual bicultural education for the 1970's which will lead to national legislation. This report presents the participants' final deliberations and recommendations at the concluding general session. Topics covered are: financial support; Title I of ESEA (Elementary and Secondary Education Act); research; evaluation; teacher training; migrant education; NIE's (National Institute for Education) philosophy and operational policy for career education; and the National Task Force de la Raza's mandate. Some recommendations are that: (1) the National Task Force de la Raza request NIE's director to freeze all top level positions until the time when the Spanish speaking people can be identified and be able to compete for said positions; (2) an institute for training parents of the bilingual community be funded and implemented; and (3) criterion reference testing be administered in the child's dominant language. The New Mexico Caucus resolutions are given. (NQ)

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A REPORT OF THE FINAL SESSION OF THE NATIONAL BILINGUAL BICULTURAL INSTITUTE

Co-sponsored by

The National Education Task Force de la Raza

and

The National Education Association

Report Submitted

by

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Recorder

[1973]

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College of Education
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Institute Report No.3

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PREFACE

This third Institute Report is a presentation of the final deliberations and recommendations of the concluding general session of the National Bilingual Bicultural Education Institute held in Albuquerque, New Mexico, November 28 - December 1, 1973.

The Institute was co-sponsored by the National Education Task Force de la Raza and the National Education Association. These happenings of the closing session are perceived by the architects of the Institute, Mr. Tomas Tomas Villarreal of the National Education Association, and Dr. Henry J. Casso of the National Education Task Force de la Raza, as well as the 1300 representatives from 25 states, as those of utmost importance since they give future directions from the participants after several intensive days of deliberation.

To fully realize the significance of the information contained in this Report, it is essential to place it in the framework of the goals and objectives of the Institute:

Institute Goals:

To provide participants with alternatives and options to examine the various aspects of Bilingual Bicultural Education in school settings with high concentrations of Mexican American students, i.e., community involvement teaching practices, teacher preparation, research, legislation, and court actions.

To provide opportunities for participants to examine current programs and practices of Bilingual Bicultural Education as they influence public education in the United States.

To provide opportunities for participants to acquire greater knowledge, skills, and expertise that will enable them to influence the direction of Bilingual Bicultural Education.

Institute Objectives:

To review the rationale, conference activities, and recommendations of the 1966 Tucson conference.

To review the important activities in Bilingual Bicultural Education since 1966.

To demonstrate exemplary Bilingual Bicultural Education programs which have been implemented in school settings with high concentrations of Mexican American students.

To review present and pending state Bilingual Bicultural Education legislation and appropriations.

To develop new directions for Bilingual Bicultural Education in American education for the '70s which will lead to national legislation.

These goals and objectives being such, it is the intention of the Institute that the mandates of the participants be implemented by documenting and presenting this information for affirmative action to:

a) national education leadership
b) to state and national law makers presently working on Bilingual Bicultural legislation.
c) to follow-up Bilingual Bicultural institutes, conferences and seminars.
d) to institutions of higher education
e) to public education institutions
f) to the community

We owe a great debt of thanks to the recorder who had laboriously put this document together. However, even a greater expression of gratitude must be given to the 1300 participants and presentors without whose sacrifice in attending the Institute, without whose labor in deliberating, without whose sharing of their thoughts, expertise, experiences and aspirations, the information of this document would remain only as dreams in the hearts and minds of those who care.

It is the intention of the Institute that its work contribute significantly toward the creation of a truly democratic, multicultural society founded on a solid base of cultural pluralism through the promotion of a viable education strategy - Bilingual Bicultural Education.

It was heartening to learn, in the final stages of the preparation of this Report, of the unanimous decision of the U.S. Supreme Court in the Lau vs. Nichols educational law suit. This landmark law suit was throughly discussed during the Institute and its conclusion pre-dates the U.S. Supreme Court's decision and serves to emphasize the importance of making this Report public information.

Dr. Henry J. Casso
Institute Co-Chairman
Executive Secretary
National Education Task Force
de la Raza
Albuquerque, New Mexico

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INTRODUCTORY REMARKS

Ordinarily this space is used to present to the reader an insight as to what to expect in the body of the text; whatever its area of concern, or objective it intends to accomplish. However, we wish to present some definite significant and positive positions expressed by the representation from the USOE and the NIE, and also to emphasize the absolute necessity for governmental offices at the state and national level to take more affirmative actions in American Public Education Institution so that it will comply with its governmental responsibility, promote the Democratic Ideal; and provide that cherished goal of equal education and equal educational opportunity to all children whatever their race, color or creed.

THE ACCEPTANCE OF AN AFFIRMATIVE ACTION POLICY BY STATE AND NATIONAL GOVERNMENT IS IN THE BEST INTERESTS OF THIS COUNTRY FOR WITH THE RECOGNITION OF ITS CULTURALLY DIFFERENT MINORITIES AND THEIR PARTICULAR EDUCATIONAL NEEDS THE TOTAL AMERICAN CULTURE WILL BE ENRICHED AND STRENGTHENED.

The stated policy positions expressed by the representation from the USOE and the NIE are important to the Institute since a major purpose for co-sponsoring this Institute was the up-grading and promotion of a truly democratic and effective public education institution that recognizes the individuality and cultural heritage of each and every one of the children in its care through Bilingual Bicultural Education.

The policy positions of the USOE and the NIE respectfully are as follows: "Bilingual Education is not a transitional program and it

is not a remedial program."[1] The USOE goes on to add, "We are currently developing position papers which will be distributed nationally and which will illustrate the path that we feel it ought to go. We feel that by instituting a full bilingual program our American youngsters will leave the schooling institution not only literate, but educated in at least two languages." Concurrently, the NIE presents its order of priorities:[2] (1) a concern for the development of basic skills in all citizens, (2) A concern for increasing productivity of resources in American Education, (3) To enhance diversity, pluralism, and opportunity in the American Educational system, (4) The improving of the relevance of Career Education, and (5) The improving of the capacity of state and local school systems to solve their own educational problems.

It does not take an expert of any kind to note that these positions are serious educational concerns of the respective national units and that the NEA and The National Task Force de la Raza should join such efforts to see that they become operationally effective and visable.

With an understanding of the seriousness and urgency of the matter the entire body of the representatives of the insitute felt mandated to request the following:

1. THE SATURDAY GENERAL SESSION ENDORSED RECOMMENDATIONS, RESOLUTIONS AND ACTION PLANS DEVELOPED BY THE RESPECTIVE WORKSHOP SESSIONS.

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[1]Dr. John Molina, Director, Bilingual Education, U.S. Office of Education, Washington, D.C.

[2]Dr. Arthur Wise, Associate Director, Research and Exploratory Studies, National Institute of Education, Washington, D.C.

2. THAT THE POSITION AND FINDINGS OF THE INSTITUTE BE PRESENTED TO THE TOP LEADERSHIP OF THE RESPECTIVE NATIONAL UNITS.

3. IT WAS MOVED, SECONDED AND APPROVED UNANIMOUSLY THAT A FORMAL REQUEST BE MADE OF THE U.S. COMMISSION ON CIVIL RIGHTS THAT A SYNTHESIS OF THE INSTITUTE PROCEEDINGS BE PRESENTED AT THE MARCH COMMISSION CONFERENCE ON MEXICAN AMERICAN EDUCATION.

4. THE NATIONAL TASK FORCE DE LA RAZA REQUEST THE NIE THROUGH ITS DIRECTOR, MR. TOM GLENNAN, THAT ALL TOP LEVEL POSITIONS BE FROZEN UNTIL THE TIME WHEN OUR PEOPLE CAN BE IDENTIFIED AND BE ABLE TO COMPETE FOR SAID POSITIONS.

I

THE UNITED STATES OFFICE OF EDUCATION

ADMINISTRATIVE LEGISLATION

A.1 CONCERN: Financial Support for Bilingual Bicultural Education/ Title I of ESEA

Financial Support for Bilingual Bicultural Education

IN THE PAST FEW YEARS IT HAS BECOME COMMONPLACE TO DISCUSS THE QUESTION OF FINANCIAL RESOURCES FOR THE SUPPORT OF BILINGUAL/BICULTURAL ELEMENTARY AND SECONDARY EDUCATION PROGRAMS SOLELY FROM THE PERSPECTIVE OF THE FUNDING LEVEL AND PROGRAM REQUIREMENTS OF TITLE VII OF THE ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA) OF 1965. While the enactment by some states of state-wide bilingual education laws has served to focus some attention on the question of state financial resources and responsibility for bilingual/bicultural education, the question of local school district responsibility has been ignored (with the exception of a few individual civil rights cases, i.e., Portales, San Felipe-Del Rio, El Paso). At the federal level virtually all discussion of financial resources has continued to center on Title VII, ESEA the funding level for which has always been within the $25-50 million range. The exclusive focusing of interest on this program is understandable because the avowed goals of the program

are so clearly stated to be those of bilingual/bicultural education, but regrettable because a much larger source of federal financial support for bilingual/bicultural education already exists at the federal level with an appropriation range of $2-2.5 billion and a built-in capability to require the expenditure of perhaps $10-15 million dollars of state and local money in the pursuit of bilingual/bicultural educational goals.

Title I of ESEA

FIRST BECAUSE TITLE I IS A FORMULA GRANT PROGRAM WHICH IS INTENDED TO BENEFIT EDUCATIONALLY NEEDY CHILDREN OF ALL RACIAL AND ETHNIC GROUPS AND SECONDLY BECAUSE THE POWERS THAT-HAVE-BEEN HAVE CONSISTENTLY TRIED TO CREATE THE NOTION THAT TITLE VII IS THE POT OF MONEY OVER WHICH THE CHICANO, PUERTO RICAN, CUBAN AND ASIATICO PEOPLE MUST QUARREL, THE U.S. OFFICE OF EDUCATION HAS CONSISTENLY IGNORED THE BASIC STATUTORY REQUIREMENTS OF TITLE I BOTH IN TERMS OF THE TARGET POPULATION FOR SERVICES AND THE LEVEL OF FINANCIAL INVOLVEMENT AND OVERALL EDUCATION PROGRAM COHERENCE REQUIRED BY THE STATUTE OF LOCAL EDUCATIONAL AGENCIES. As a result, Title VII funds are most often spent for services which should be provided in the first instance as part of state and local educational comparability and integrated educational planning and/or in the second instance through Title I expenditures.

Recent legal developments with respect to federal funding under the Emergency School Assistance (ESA) Programs, indicate that a significant portion of the $270 million appropriated under the Act can and should be used over and above both Title I and state and local expenditures to meet bilingual/bicultural education program needs.

Specific Recommendations

The conference recommends that all appropriate action (including the involving of the judicial or legislative processes, if necessary) to ensure that the U.S. Office of Education immediately comply with the statutory requirements of Title I of the Elementary and Secondary Education Act of 1965 in the following specific ways:

1.1 Title I comparability and supplanting requirements generally seek to ensure that the level of expenditures from state and local sources and the level and quality of services provided by the basic education program operated by local school districts is at least as high in target schools as in non-target schools.

Assuming that target schools are selected in strict accordance with statutory requirements, because of a history of socio-economic discrimination most target schools should have a larger concentration of Chicano student enrollment than non-target schools.

To date, no effort has been made to seek qualitative comparability with respect to services provided by the basic education program. The focus has been entirely on dollar comparability.

Although realizing that Federal Government should not foray too deeply into the questions of curriculum, instructional strategies and the like, no justification can be found for the failure to recognize that (1) where major incomparabilities exist between the cultural and linguistic characteristics of the educational institutional environment and some of the children it is intended to serve, and (2) where this educationally dysfunctional situation is clearly more pervasive in target as compared to non-target schools, a lack of comparability exists.

THUS, IN ORDER TO MEET AND ENSURE A TRUE COMPARABILITY USOE MUST REQUIRE THAT THE STATES AND LOCAL SCHOOL DISTRICTS DEMONSTRATE THAT THE DELIVERY OF BASIC EDUCATIONAL SERVICES UNIMPAIRED BY MORE PERVASIVE IN TARGET AND COMPARED TO NON-TARGET SCHOOLS, A LACK OF COMPARABILITY EXISTS.

Thus, in order to meet and ensure a tone comparability, USOE must require that the states and local school districts demonstrate that the delivery of basic educational services unimpaired

by dysfunctional cultural and linguistic incomparabilities exists (qualitatively) to the same extent in target as compared to non-target schools. If such a demonstration cannot be made, in order to qualify for Title I funding, this lack of "comparability" must be eliminated by the elimination of these incomparable aspects of the educational delivery system, e.g., communication styles and cultural referents which have caused the dysfunctional situation which has in turn prevented comparability from being achieved.

1.2 TITLE I REQUIRES THAT THE COMMISSION OF EDUCATION ENSURE THAT PROJECTS FUNDED UNDER THE ACT BE OF SUFFICIENT SIZE, SCOPE AND QUALITY TO GIVE REASONABLE PROMISE OF SUBSTANTIAL PROGRESS TOWARD MEETING THESE NEEDS (SPECIAL EDUCATIONAL NEEDS) OF CULTURALLY DIFFERENT CHILDREN.

This requirement has been used to support quite properly the notion of concentration considering that the overall funding must be controlled in order to avoid a dilution of program impact. Insufficient attention, however, has been given to the question of coordinated

educational planning as related to the overall educational needs of the client population. IN OTHER WORDS, THE COMMISSIONER HAS FAILED TO ENSURE THAT BASIC EDUCATIONAL OBJECTIVES ARE LOGICALLY AND CONSISTENTLY ORDERED IN A WAY WHICH WOULD MAXIMIZE IMPACT OF EXISTING STATE AND LOCAL PROGRAMS AS WELL AS ACTUAL OR POTENTIAL FEDERAL ASSISTANCE. IN THE REAL WORLD THIS HAS MEANT THAT SCHOOL DISTRICTS WITH SUBSTANTIAL NUMBERS OF CHICANO STUDENTS HAVE IGNORED FUNDAMENTAL BILINGUAL/BICULTURAL EDUCATIONAL OBJECTIVES AND YET RECEIVED TITLE I FUNDS FOR THE "SPECIAL EDUCATIONAL NEEDS" of the educationally "disadvantaged" to support programs such as "Remedial Reading" which are not only inconsistent with basic bilingual/bicultural objectives but counter productive. Often these same school districts, while operating such totally bankrupt programs from the viewpoint of the Chicano students, have subsequently applied for and received Title VII funds without any alteration in the counter productive use of existing Title I and state and local funds.

Title projects which initiate or continue educationally dysfunctional approaches to the Chicano child (in terms of cultural and linguistic

comparability) must be categorically rejected as lacking both sufficient "scope" and "quality" in terms of a major segment of the target population. This position does not suggest that the Commissioner inject OE into the question of curricular or instructional methodological choice but rather requires that OE contain local districts seeking to initiate or continue educationally dysfunctional approaches without expressing a preference as among non-dysfunctional educational approaches. A choice among dysfunctional practices would be foreclosed, i.e., the current situation. The position consistently taken by HEW's own office for Civil Rights and most recently by the Department of Justice in the brief before the U.S. Supreme Court in Law V. Nichols compels this position from the standpoint of civil rights.

ACCORDINGLY, OE SHOULD IMMEDIATELY ISSUE PROGRAM REGULATIONS OR GUIDELINES SETTING FORTH THE POSITION STATED ABOVE AND ESTABLISH A REVIEW AND MONITORY PROCESS SUFFICIENT TO ENSURE ADHERENCE TO THESE REQUIREMENTS. The "comparability" on non-dysfunctional basic education services from state and local programs (as recommended above) should form an integral part of this new policy issuance.

1.3 In light of the foregoing discussion, the Commissioner should immediately require (statutory authority under Title I is in this regard both broad and vague) each state to in turn require of each local school district receiving or applying for Title I funds an annual report (to be publicly available) which sets forth the program coordination strategies being used by the district with respect to establishing in ascending order (1) state and local funds, (2) Title I, (3) ESA funds, and (4) Title VII funds, the contributions to be made to the overall attainment of the basic bilingual/ bicultural objectives for the school districts.

(1) THE OFFICE FOR CIVIL RIGHTS AND THE OFFICE FOR EDUCATION SHOULD IMMEDIATELY TAKE STEPS SUFFICIENT TO ENSURE THAT THE SO-CALLED "STOKES MEMORANDUM" APPROACH TO ESA ELIGIBILITY IS ESTABLISHED AS A NATIONWIDE POLICY.

(2) THE CONGRESS OF THE UNITED STATES SHOULD BY APPROPRIATE LEGISLATIVE ACTION ELIMINATE ANY CURRENT STATUTORY AMBIGUITY WITH RESPECT TO THE MATTERS SET FORTH IN RECOMMENDATION I AND SHOULD

BY LEGISLATIVE HEARING AND/OR THE AUTHORITY OF THE COMPTROLLER GENERAL'S OFFICE ENSURE THAT THE DEPARTMENT OF HEALTH, EDUCATION AND WELFARE ABIDE BY THE POSITIONS SET FORTH IN RECOMMENDATIONS 1 AND 2.

A.2 CONCERN: Migrant Education

THE MIGRANT EDUCATION ACT PRESENTLY PROVIDES FUNDING TO SCHOOL DISTRICTS FOR THE IMPROVEMENT OF EDUCATIONAL SERVICES FOR MIGRANT CHILDREN. IN THE PAST YEARS, HOWEVER, MANY SCHOOL DISTRICTS HAVE CONTINUED AFTER RECEIVING FUNDING UNDER THIS ACT TO DISCRIMINATE IN PROVIDING SERVICES TO THOSE CHILDREN.

Specific Recommendations

The U.S. Office of Education should be directed in such cases to make Migrant Education Funds available to concerned nonprofit agencies to provide special educational services to such children. Further rational and more specific recommendations will be provided to the Task Force.

A.3 CONCERN: May 25th Memorandum

The Office for Civil Right's May 25th Memorandum was a landmark policy statement when it was issued in 1970. But during the past 3-1/2 years educational and legal knowledge has so developed and advanced that the need

for an up-dated statement on Civil Rights of the linguistically and culturally distinct child is undeniable.

II

NATIONAL INSTITUTE FOR EDUCATION

EDUCATIONAL PHILOSOPHY AND OPERATIONAL POLICY

A.1 CONCERN: Career Education

In order for Career Education to fulfill the potential of every student in a multicultural democracy and preserve the right of every American to remain identified with his own ethnic group, while learning the necessary skills to compete in the economic life of society, Career Education must give immediate attention to the special needs of Chicanos and others that are linguistically and culturally distinct.

In a recent address at New Mexico Highlands University, June 1972, the Assistant Secretary, Sidney Marland, Jr., asserted that:

> It goes against the grain, even in a child, to be required to learn to read--and then to read that your forefathers were unimportant, that their customs and beliefs did not deserve attention from the majority culture--and that you likewise are destined to be nobody with no cultural heritage of your own.

THIS IS PRECISELY WHAT THE CHICANO CAUCUS HAS SEEN IN THE DEVELOPMENT OF CAREER EDUCATION.

If Career Education programs are an attempt to restructure curriculum in terms of knowledge of careers and human development, then the road blocks for the linguistically

and culturally distinct in this country must be taken into account.

One of the great problems facing the linguistically and culturally distinct in this country is that traditionally education has been directed primarily at the middle class and only to the English speaking.

If the educational system continues to ignore the special needs of the linguistically and culturally distinct, the only effect of new educational strategies, in this case, Career Education, will be to further lock these students into the cylce of poverty in which they were born.

If languages other than English are ignored in the instructional process, then linguistically and culturally different persons will continue to be sorted out and channeled into job classifications where manual rather than cognitive skills dominate.

Specific Recommendations

Be it resolved that:

1.1 A "MESA DIRECTIVA" be established and composed of Spanish speaking individuals knowledgeable in the area of education and cognizant of the needs of the Spanish speaking communities. The "MESA DIRECTIVA" must be officially approved and recognized as a legitimate

representative body by Dr. Sidney P. Marland, Jr., Assistant Secretary for Education; Thomas Glennan, Director, National Institute for Education; and Dr. John Ohina, United States Commissioner of Education, to function as an advisory body to promote the aspirations of the Chicano.

1.2 The "MESA DIRECTIVA" be delegated the authority to review Career Education programs being considered for funding to insure cultural relevancy, proper curriculum content adequacy and that they reflect cultural sensitivity organizationally with "proper" administrative personnel allocation.

1.3 The "MESA DIRECTIVA" be made responsible for reviewing legislative guidelines and monies earmarked for revenue sharing.

1.4 The "MESA DIRECTIVA" be responsible for soliciting position papers on Career Education from Chicano educators and community people to aid the Education Division of HEW in the development of Career Education.

1.5 The "MESA DIRECTIVA" meet quarterly and that all costs, including the contracting of

position papers and administrative costs, be the responsibility of Dr. Sidney Marland, Dr. Thomas Glennan and Dr. John Ohina.

1.6 Bilingual/Bicultural language be introduced into the Career Education Bill and/or administration regulation guidelines presently being prepared by the Office of the Assistant Secretary for Education, and that said guidelines make provisions for the inclusions of Bilingual, Bicultural Education into all phases of the proposed Career Education program.

1.7 Programs for preparing Chicanos adequately as Career Education Specialists, i.e., counselors, administrators, faculty, program directors, etc., be developed, executed and maintained.

1.8 Assertive training programs be established immediately for up-grading the Chicana in her present situation as factory worker, secretary, and welfare recipient. This type of effort should compensate for the loss of Chicano human potential.

1.9 The Office of Education contract Chicanos for writing position papers on "Implications of Career Education for Chicanos."

1.10 A National Clearing House for information exchange on Chicano resource personnel and materials, and that the programs be organized by Chicanos. The efforts should be funded by the Office of Education and NIE. A national clearing house would promote communication among Chicanos and the U.S. Office of Education.

1.11 Career Education incorporate monies to upgrade vocational training in poor school districts. Because of their limited local financial base, these districts have had the problem of insufficient funding.

1.12 More visability and financial assistance be provided for the only Chicano, Spanish speaking manpower training program, SER (Service, Employment and Redevelopment), in order to improve and augment the services so critically needed in many parts of this country where large pockets of Spanish speaking populations reside.

1.13 Future conferences with implications for minorities include a proportionate balanced representation of Chicanos in the planning of said conferences.

1.14 Supportive services--e.g., day care, tutorial, counseling--be meaningfully incorporated within the objectives of career education, which could enable Chicanas to partake of career education opportunities.

1.15 A Chicano marshalling device be implemented to insure the participation of Chicanos at the local level in the utilization of funds for career education allocated through revenue sharing.

1.16 Career Education be directed to incorporate innovative entrance procedures which would not screen out Chicanos by means of the MCAT (Medical College Admission Test). DCAT (Dental), LSAT (Lawyers), SAT, ACT, and GRE. Chicano enrollment in colleges and universities should reflect a proportional percentage of the Chicano population. Chicano professionals culturally oriented to that community would enhance life in the barrios. It is a fact that I.Q. testing has stereotyped Chicanos and has forced them into educational tracks which "locks" them into manual type occupations.

1.17 The NIE and USOE issue contracts to Chicanos for the development of Chicano development models which will address themselves to the unique needs of the bilingual, bicultural student in career education. Any further developmental efforts in Career Education models include bilingual, bicultural concepts and curriculums that are directed toward the distinctive special needs of Chicanos.

1.18 The current Commissioner of Education and the Assistant Secretary for Education, insure that the Washington staff of the Office of Education and the National Institute of Education reflect the Chicano make-up of the U.S. population as President Nixon recommends in his 16-Point program.

1.19 The Commissioner of Education insure that the regional Offices of Education and National Institute of Education staff reflect the Chicano make-up of those regions.

1.20 Members of the "MESA DIRECTIVA" act as technical assistants to educational visitations, which are developing career education leaders, and are in the Chicano regions of the country.

1.21 The "MESA DIRECTIVA" be responsible for coordinating and conducting regional workshops in the Chicano areas of the United States. The regional workshops will address themselves to the unique needs of the bilingual, bicultural student.

1.22 Rather than the current emphasis in developing curriculum materials which stress the White, Anglo, Protestant, and Middle-Class orientation, a new direction be taken which places emphasis on meeting the individual needs of Chicano students--including differences among ethnic groups. And that in the curriculum and guidance aspects of career education, testing, counseling and decision-making instruments and practices be re-directed away from creating obstacles and barriers, as these have been used in the past--preventing the Chicano's attainment of his/her career goals.

III

RECOMMENDATIONS-AT-LARGE

A.1 Be it resolved that:

1.1 Districts that have had programs for five years remain eligible for Title VII funding based on need and merit of the program.

1.2 Criterion reference testing be administered in the dominant language of the child.

1.3 That monies allotted for the training of bilingual bicultural teachers be provided only to those institutions of higher learning offering bilingual bicultural instruction whose department are staffed by professors oriented bilingually and biculturally appropriate to the needs of the area.

1.4 In addition to the National Dissemination Center in Austin, Texas regional dissemination centers be established in each region funded by ESEA Title VII appropriation.

1.5 That in addition to Bilingual Education within public school districts, Title VII monies be made available to youth correctional institutions.

1.6 THE NATIONAL TASK FORCE DE LA RAZA REQUEST THE NIE, THROUGH ITS DIRECTOR, MR. TOM GLENNAN, THAT ALL TOP LEVEL

POSITIONS BE FROZEN UNTIL THE TIME WHEN OUR PEOPLE CAN BE IDENTIFIED AND BE ABLE TO COMPETE FOR SAID POSITIONS.

1.7 The USOE, NIE and NEA support activities which improve among educators and students in bilingual bicultural programs international relations skills through communicating professionally and personally with those of other countries, particularly Mexico, whose language and culture have contributed significantly to the second languages and alternative cultures within the national population.

1.8 An institute for the training of parents of the bilingual community be funded and implemented.

1.9 The USOE provide support (financial) to those projects that to date have been providing materials, and are now in the process of constructing testing instruments and evaluation instruments to be used by the Bilingual Bicultural Education programs throughout the nation. That Federal support be provided with provisions in the Title VII regulations and in forthcoming legislation for the five following national educational support projects:

SCDC
CANBE
BCTV
MAP - San Diego
MAP - Stockton

A.2 Whereas we are aware that education has failed to meet the needs of our Bilingual-Multicultural children, we the New Mexico Caucus propose:

2.1 That the concept of Bilingual-Multicultural Education be extended to all districts for all children in New Mexico.

2.2 That the state department of education insist that local school districts hire only those teachers that are prepared to meet the needs of Bilingual-Multicultural children.

2.3 That all school districts in conjunction with the state department of education provide in-service training for all teachers based on the needs of the Bilingual-Multicultural setting of this state.

2.4 That certification be changed to meet the needs of all cultures of this state and recertification be assessed accordingly every three years; and that at least half of the recertification requirement be in the area of the cultural needs of the state.

2.5 That the state department of education mandate to local districts that there be direct community involvement in the full implementation of their educational program.

2.6 That the legislature appropriate the necessary monies and direct the BEF (Board of Education Finance) to fund viable Bilingual Multicultural teacher training programs.

2.7 That teacher training include a community action internship for all potential teachers.

2.8 That state legislation for Bilingual Multicultural education provide adequate funding to implement instructional programs on a continuing basis rather than the three year transitional limitation of the present legislation.

2.9 That Title VII of the Elementary and Secondary Education Act of 1964 funding policy be extended beyond the five year limitation until such time as we have reached equal education for all.

2.10 That all school districts implement comprehensive and viable instructional programs which will insure the cultural and linguistic equality of all children in the State of New Mexico.

2.11 That our children, our Spanish-speaking children, not be labeled "retards," "emotionally disturbed," or "hyper-active" because they cannot cope in the school situation for lack of understanding of the language.

IV

NATIONAL TASK FORCE DE LA RAZA MANDATED

A.1 Be it resolved that:

1.1 The Bilingual/Bicultural Institute and the NEA do an extensive evaluation of the needs of la Raza in the U.S., especially in the Southwest, Midwest and Northwest.

1.2 The Task Force de la Raza seek support from the decision-making levels of all governmental agencies state and national so that the Task Force in cooperation with the National Education Association diligently pursue parity in hiring and promoting teachers and administrators at all levels of public school education including University level, and that it be based on the ratio of bilingual bicultural teachers to the number of bilingual bicultural children in average daily membership.

1.3 The National Task Force express a concern to the U.S. Office of Education that its drafting of Title VII rules go in contravention and are possibly unconstitutional.

It is our understanding that the National Education Act provided for a National Committee on Bilingual/Bicultural Education, which committee has not met for a very extensive period of time. It is also our understanding that while the regulations were drafted, the National Advisory Committee

was not asked to act on these regulations. If these proposed rules and regulations were written by whoever wrote them, be it a person or group of persons, and if these proposed rules and regulations were not acted upon by this National Advisory Committee, it is felt then that these proposed rules and regulations are null and void.

1.4 The National Task Force de la Raza make a positive statement about Texas' Bilingual Bicultural Education. Strike out the questions of compensatory Education in the bill as well as the limit of 3 grades in the bill. Also knock out that part of Sect. 21.455 starting with the wording: "shall be enrolled."

1.5 The National Task Force seek any and all means to insure that the state incorporate and enforce any and all laws regarding funding and hiring of Mexican Americans for Bilingual-Bicultural programs, public and private.

1.6 The National Task Force--assisting in the implementation of Alternative Schools dealing with bilingual-bicultural programs.

1.7 The National Task Force express a concern that:

(1) All institutions of higher learning be urged to incorporate Bilingual/Bicultural Teacher Training Programs.

(2) Monitor, police, and rate higher education institutions in regards to their implementation of Bilingual/Bicultural Teacher Training Programs.

(3) Assistance is needed in recruiting Bilingual/ Bicultural Students.

1.8 That the National Task Force seek all means to:

(1) Express accountability in expending of migrant educational money.

(2) MALDEF be contacted if court action is necessary.

(3) State School Board and Governor be contacted in an effort to replace the present migrant coordinator who returned unused migrant education monies--to then be replaced by a Bilingual/ Bicultural person sensitive to problems of migrants.

1.9 The National Task Force contact school boards controlled by uninformed and insensitive Mexican Americans to incorporate Bilingual/Bicultural programs.

APPENDIX

NOTE

While the Saturday general session of the Institute fully endorsed document organization and editorship rights to the Task Force de la Raza recorder for the session, it was felt that a complete version of recommendations and resolutions presented be included in an appendix in order to present as clear a picture possible of the intent of each.

The New Mexico Caucus resolutions were incorporated "as is". in the body of the document because they are reflective of the Chicano Mobil Institute (a national organization) and because it was resolved that these apply to other states as well as to New Mexico with the designing of Bilingual Bicultural Education legislation and programs.

APPENDIX A

GENERAL RESEARCH RECOMMENDATIONS

1. Evaluation of Compensatory Reading Programs especially as the current methodologies prevail in Title I, the national Right to Read Program, and the evaluative results as they pertain to Bilingual Education.

2. Bilingual Education Master Plans for each State and how they relate to each other and to national language policies.

3. Concentration Policies (e.g., formulas for resource allocation, pupil mix ratios, etc.) and how they relate generally and specifically for Bilingual Education.

4. Future impact on Bilingual Education as a result of consolidation of various categorical programs, e.g., education revenue-sharing, Title IV, Title VI, Title III, ESAA, etc.

5. More definitive and prescriptive alternatives to present system of allocation of resources for "economically" versus "academically" disadvantaged.

6. Models for bringing monolingual and monocultural educators into multicultural education which do not present the monolinguals and monoculturals as "culturally deprived."

7. Legal implications for Bilingual Education considering among other topics: minimum educational standards required by each state, responsibility for administration and implementation of standards, penalties for inabilities of SEA's and LEA's to comply, alternatives for redelegation of monitoring responsibilities, etc.

8. Nationwide identification, evaluation, and analysis of institutions of higher education which are able to provide significant training to current as well as future bilingual education personnel.

9. Feasibility of developing State and National offices which will insure that bilingual education concerns become articulated and positively acted upon by state and national Congressmen.

10. National evaluation studies of the various curriculum materials dissemination centers for bilingual and bicultural education.

11. Evaluation of existing bilingual and bicultural counseling and guidance techniques at the junior and senior high levels and their direct implications resulting in higher education opportunities for those students who availed themselves of the services.

12. Better methods for collecting and analyzing beneficiary data for bilingual programs.

13. Feasibility of establishing within NEA a National Center for Policy Analysis of Bilingual/Bicultural Education.

14. State by State analysis and evaluation of accreditation mechanisms for personnel who will be employed in the area of bilingual education. This should include all types of accreditation programs, e.g., aides, teachers, administrators, media specialists, etc.

15. Analysis and evaluation of student support programs and their specific relations to Bilingual Education. These programs could include but not be limited to such programs as:

a. Headstart
b. Follow Through
c. Developmental Continuity
d. Emergency School Assistance Act
e. Talent Search
f. Upward Bound
g. Cooperative Education
h. etc.

16. Bilingual and bicultural education for incarcerated youth and adults.

17. Establishment within NEA of a national program for the training of librarians specifically for bilingual and bicultural education (perhaps this could be an accredited one or two year program of at least 200 students per year).

18. Development of models for urban/rural comparability contrasting migrant and inner-city bilingual programs.

19. Implications of bilingual education for vocational and technical education within the concept of Career Education. This ought to include junior high, senior high and community colleges or those Centers which specialize in Adult Manpower Education.

20. Designing a model or models for embracing non-public school officials at the State Department level which will insure that the state-wide bilingual education planning comprehensively brings together public and non-public education officials for involvement in the total planning process which insures comparability of services and expenditures. The total planning process may include at a minimum: determination of target areas, identification of target population, participation in needs assessment, selection of eligible children, consultation of program design and involvement in program evaluation.

21. Providing impetus and support for a massive nationwide campaign for the recruitment of Blacks, Asians, Native Americans and Anglo "ethnics" into the mainstream of bilingual/bicultural education.

APPENDIX B

GENERAL RESEARCH RECOMMENDATIONS

FINANCING FOR BILINGUAL/BICULTURAL EDUCATION

1. Studies of the national economic magnitude or minimum financial parameters of bilingual/bicultural education in this country with perhaps contrasting the findings to other countries and nations' system of similar education programs.

2. Research is needed in bilingual education for the concepts of:

   a. added costs (going farther than the rudimentary "supplanting versus supplementing" arguments and resolutions.

   b. opportunity costs (the costs of the extra investment for Bilingual Education goods as the "opportunity" the society forgoes to enjoy a given volume of consumer's goods)

   c. distinction between expenditures and costs

   d. average versus marginal costs of bilingual programs

   e. short run versus long run costs

3. Models for the distribution of bilingual program expenditures as opposed to financial resource allocation to "non-bilingual" educational programs for urban versus rural LEA's.

4. The concept of Human Capital as it would apply to an individual embarking on a pre-school through graduate school bilingual education program.

5. Research on intra-state variations according to pupil populations (considering language and ethnicity as the two very significant factors).

6. State of the art in program costs and current favorite methods of accounting procedures and their future implications for bilingual education fiscal responsibility and accountability.

7. Pros and cons of alternative methods of financing bilingual education, e.g., revenue-sharing, full-state assumption, district power equalizing, etc., and prescribing the alternatives which will allocate the highest possible funds in this area.

8. The federal and state fiscal roles in bilingual-bicultural education.

9. The concept of program budgeting for district-wide bilingual education programs.

10. Problems in the professional pay structure in Public Education with special emphasis on differentiating salary-wise for bilingual education experience and expertise.

11. Benefit-cost and cost-effectiveness analysis of bilingual programs.

12. Studies comparing bilingual education vocational technical courses and programs versus "academic" bilingual courses and programs.

13. Studies of costs benefits of bilingual education programs in reading and math as opposed to monolingual (reading and math) approach considering academic achievement gains and per pupil expenditures.

14. Bilingual education manpower training (from grade 7 through grade 12) and its direct relationship to increased employment or higher education opportunities.

15. Methods of combining sound pedagogical bilingual education theories with fiscal formulas for distribution according to differing needs (e.g., physically or mentally handicapped, vocational or technical programs, etc.)

**Please note here that weighting by curriculum most often reflects current practice and not necessarily how curriculum should be weighted. Also the use of examinations as resource allocators ought to be carefully constructed so as to avoid the "E.O.P. Syndrome," i.e., the exams don't operate as a reward for poor education. Obviously, here pupil characteristics impose differing costs but does not nor cannot lead to "equal per pupil expenditures."

16. Fiscal models which will lead towards equalizing the power to select educational program levels on the one hand as opposed to models which guarantee an equal educational product to each pupil (in the state) on the other hand. It should be noted here that historically the federal response has been to answer in the affirmative to both issues without much regard as to actual resolution in either instance.

17. NEA fiscal experts may wish to address the future federal fiscal roles toward SEAs and LEAs as regards bilingual education. Topics such as "meeting start-up costs, services development, longer term service support," ought to be used as basic considerations regardless of the number of factors considered.

APPENDIX C

GENERAL RESEARCH RECOMMENDATIONS

EVALUATION

1. Development of research design models which differentiate specifically how demonstration versus long term commitment programs are to be evaluated.

2. Designing comparability of effectiveness models for evaluating bilingual/bicultural components of Title I, Migrant Education, Vocational-Technical programs, etc.

3. Designing models whereby Work Study students or Work Education Program personnel can contribute towards alleviating shortage of staffing patterns in BE. This would include drawing students from such programs as New Careers, MOTA, Work Study, E.O.P., WIN, etc.

4. Designing models which evaluate the evaluators which, for example, differentiate between process versus impact evaluations.

5. Development of models for SEA evaluation reports which accommodate minimum specific criteria in the affective and cognitive domains and further allocates priorities as to weighting significant factors in each area, (within domains and across domains).

6. Designing evaluation models which will allow significant findings to be translated into policy-relevant statements. Generally speaking, the data used by researchers are somewhat crude measures of what is really happening and in the majority of instances educational outcomes are almost singularly weighted towards the cognitive area (i.e., by standardized achievement tests). Additionally, there is hardly any examination of costs implication of research results and their eventual adoption or rejection.

7. Designing of evaluation models which must examine: (1) the extent and under what conditions bilingual/bicultural education learning may take place outside of schools, (2) examining whether the "cultural" should take place outside the school and the "linguistic" inside, or vice-versa, (3) and recognizing the costs implications of each approach or combination thereof.

8. It may be appropriate to establish a state by state or perhaps a national body concerned with professional code of ethics in research for bilingual/bicultural education. This would entail setting up standards for researchers of "subjects" in bilingual/bicultural programs which adhere to minimum ethics involved in such areas as setting up research design models; use of evaluative instruments; seeking compliance

of all who are to be involved in the experimental research, etc. Also this body could apply sanctions for researchers who break contracts, knowingly misuse statistical analyses, fail to report negligent conduct of personnel involved in the evaluation, etc. This should eventually lead towards establishment of very high quality guidelines for research and evaluation which in turn will force bilingual/bicultural methodologies to be refined to the "highest good."

APPENDIX D

GENERAL RESEARCH RECOMMENDATIONS

TEACHER TRAINING

1. Establishment of state guidelines which substitute bilingual/bicultural course work and field experience for "regular credentialing and/or programs."

2. Designing models which institutions of higher education may use to initiate programs which are not only interdisciplinary in a multicultural sense but that include as a minimum such areas as:

   a. heterogeneity within ethnic populations as well as across "minority" cultural definitions.

   b. linguistic sciences as one base element in language teaching pedagogy

   c. child development methodology in diverse environments

   d. cognitive and affective domain "strategies" or philosophies" based upon the target population's cultural epistemology.

3. Articulation of definitions for succeeding levels of hierarchy in Bilingual/Bicultural education and their direct operational procedures used by teacher training programs.

4. While this area is probably the most crucial factor in Bilingual/Bicultural education it is indeed difficult to recommend specific alternatives to current methodologies since so few programs in the country are doing significant teacher training and in turn producing few personnel. The very basic recommendation would be for NEA to immediately mount a comprehensive nationwide effort to encourage institutions of higher education to establish programs specifically for training personnel in this area.

APPENDIX E

GENERAL RESEARCH RECOMMENDATIONS

ASSOCIATION ACTION

1. NEA may want to conduct a massive and comprehensive nationwide survey to determine what employment possibilities actually (or will possibly exist) in the next ten years for those personnel who are trained in bilingual/bicultural programs. This survey should factor out those who are going into teaching, research, or "foreign travel type opportunities" in order to assess the current and potential employment opportunities in all areas of the labor market in this country.

2. Development of "training packets" or mini-courses for School Board members or Parent Advisory committees which oversee the development of bilingual education programs.

3. It would be very appropriate for NEA to conduct a highly visible nationwide campaign for the purpose of creating or revitalizing enrollment in foreign languages and bilingual education.

4. NEA may also want to reconsider supporting the re-establishing of foreign language requirements at the college and university level. However, these requirements ought to be concerned with bilingual/bicultural experience in this country with an immediate practical use for the students.

5. NEA should look into the possibility of bringing "Bilingual/Bicultural Educators" and "Foreign Language Teachers" together for the purpose of planning horizontal as well as vertical curriculum experiences for students who will be involved in bilingual education from pre-school through grade twelve.

APPENDIX F

RESOLUTIONS

BAY AREA BILINGUAL EDUCATION LEAGUE

BERKELEY UNIFIED SCHOOL DISTRICT

1. That districts that have had programs for 5 years remain eligible for TITLE VII funding based on need and merit of that program or new program.

2. That federal funding be provided for the development of a bilingual curriculum project to serve as basis for the development of materials, criterion referenced testing, and classroom management.

3. That funding for Chinese material dissemination center be provided to develop and disseminate curriculum materials to Chinese bilingual programs.

4. That a National Bilingual Bicultural Advisory Board consisting of representatives from each of the regions and target populations in the United States which will include parent/community input be established to serve as advisors for Federal Legislature.

5. That criterion referenced testing be administered in dominant language of the child instead of standardized testing.

6. That funding for higher education and teacher training be provided to institutions of higher learning, as well as bilingual projects that have demonstrated a successful credentialling and placement of bilingual teachers.

That no monies be provided to institutions of higher learning that do not have bilingual/bicultural professors in their education department.

7. That in addition to the National Dissemination Center in Austin, Texas regional dissemination centers be established in each region funded by ESEA TITLE VII appropriation.

APPENDIX G

RESOLUTIONS

CALIFORNIA CAUCUS

1. That districts that have had programs for 5 years remain eligible for TITLE VII funding based on need and merit of that program or new program.

2. That federal funding be provided for the development of a bilingual curriculum project to serve as basis for the development of materials, criterion referenced testing, and classroom management.

3. That a National Bilingual Bicultural Advisory Board consisting of representatives from each of the regions and target populations in the United States which will include parent/student/community input be reactivated to serve as advisors for Federal Legislature.

4. That criterion referenced testing be administered in dominant language of the child instead of standardized testing.

5. That funding for higher education and teacher training be provided to institutions of higher learning, as well as bilingual projects that have demonstrated success in the credentialling, training and placement of bilingual teachers.

That those institutions upon submitting their proposal include a plan to institutionalize that training program based on merit upon termination of federal funds.

That monies be provided only to those institutions of higher learning offering bilingual bicultural instruction whose department are staffed by professors oriented bilingually and biculturally appropriate to the needs of the area.

6. That in addition to the National Dissemination Center in Austin, Texas regional dissemination centers be established in each region funded by ESEA TITLE VII appropriation.

7. That in addition to Bilingual Education within public school districts, TITLE VII monies be made available to youth correctional institutions.

APPENDIX H

CHICANO CAUCUS RESOLUTIONS

NATIONAL CAREER EDUCATION CONFERENCE

IMPLICATIONS FOR MINORITIES

Washington, D.C.
February 1-3, 1973

Introduction

In order for Career Education to fulfill the potential of every student in a cultural democracy and preserve the right of every American person to remain identified with his own ethnic group, while learning the necessary skills to compete in the economic life of society, Career Education must give immediate attention to the special needs of Chicanos and others that are linguistically and culturally distinct.

In a recent address at New Mexico Highlands University, June 1972, the Assistant Secretary, Sidney Marland, Jr., asserted that:

> It goes against the grain, even in a child to be required to learn to read--and then to read that your forefathers were unimportant, that their customs and beliefs did not deserve attention from the majority culture--and that you likewise are destined to be nobody with no cultural heritage of your own.

This is precisely what the Chicano Caucus has seen in the development of Career Education.

If Career Education programs are an attempt to restructure curriculum in terms of knowledge of careers and human development, then the implications for the linguistically and culturally distinct in this country must be taken into account.

One of the great problems facing the linguistically and culturally distinct in this country is that traditionally education has been directed primarily at the middle class and only to the English speaking.

If the educational system continues to ignore the special needs of the linguistically and culturally distinct, the only effect of new educational strategies, in this case, Career Education, will be to further lock these students into the cycle of poverty in which they were born.

If languages other than English are ignored in the instructional process, then linguistically and culturally different persons will continually be sorted out and allocated into job classifications where manual rather than cognitive skills dominate.

Resolutions

1. Be it resolved that a "MESA DIRECTIVA"* be established and composed of Spanish speaking individuals knowledgeable in the area of education and cognizant of the needs of the Spanish speaking communities. The "MESA DIRECTIVA" must be officially approved and recognized as a legitimate representative body by Dr. Sidney P. Marland, Jr., Assistant Secretary for Education; Thomas Glennan, Director, National Institute for Education; and Dr. John Ohina, United States Commissioner of Education, to function as an advisory body to reflect the needs and aspirations of the Chicano. The "MESA DIRECTIVA" must be delegated the authority to review Career Education programs for funding to insure relevancy, proper curriculum content and adequate and reflective administrative personnel. The "MESA DIRECTIVA" will be responsible for reviewing legislative guidelines and monies ear-marked for revenue sharing. The "MESA DIRECTIVA" will solicit position papers on Career Education from Chicano educators and community people to aid the Education Division of HEW in the development of Career Education. It is recommended that the "MESA DIRECTIVA" meet quarterly and that all costs, including the contracting of position papers, be the responsibility of Dr. Sidney Marland, Dr. Thomas Glennan, and Dr. John Ohina.

2. Be it resolved that language be introduced into the Career Education Bill and/or administrating regulated guidelines presently being prepared by the Office of the Assistant Secretary for Education, the

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*See attached list

guidelines should make provisions for the inclusions of Bilingual, Bicultural Education into all phases of the proposed Career Education program.

3. Be it resolved that programs for preparing Chicanos adequately as Career Education Specialists, i.e., counselors, administrators, faculty, program directors, etc., be developed, executed and maintained. This type of effort should compensate for the loss of Chicano human potential. Also, that assertive training programs be established immediately for up-grading the Chicana in their present situation as factory workers, secretaries, and welfare recipients.

4. Be it resolved that the Office of Education contract Chicanos for writing position papers on "Implications of Career Education for Chicanos."

5. Be it resolved that a national clearing house for information exchange on Chicano resource personnel, materials and programs be organized by Chicanos. The efforts should be funded by the Office of Education and N.I.E. A national clearing house would promote communication among Chicanos and the U.S. Office of Education.

6. Be it resolved that career education incorporate monies to upgrade vocational training in poor school districts. Because of their limited local base, poor districts have had the problem of not having sufficient funds.

7. Be it resolved that more visability and financial assistance be provided for the only Chicano, Spanish speaking manpower training program, SER (Service, Employment and Redevelopment), in order to improve and augment the services so critically needed in many parts of this country where large pockets of Spanish speaking populations reside.

8. Be it resolved that future conferences with implications for minorities include a proportionate balanced representation of Chicanos in the planning of future conferences.

9. Be it resolved that supportive services--e.g., day care, tutorial, counseling--be meaningfully adopted within the objectives of career education, which should enable Chicanas to partake of career education opportunities.

10. Be it resolved that a Chicano marshalling device be implemented to insure the participation of Chicanos at the local level in the utilization of funds for career education allocated through revenue sharing.

11. Be it resolved that career education be directed to incorporate innovative entrance procedures which would not screen out Chicanos by means of the MCAT (Medical College Admission Test), DCAT (Dental), LSAT (Lawyers), SAT, ACT, and GRE. Chicanos' enrollment in colleges and

universities reflect a minimal percentage of the Chicano population. Chicano professionals who would be culturally oriented to that community would enhance life in the barrios. We recognize that I.Q. testing has stereotyped Chicanos and has forced them into educational tracks which "locks" them into manual job constraints. At a later stage in life, the aforementioned professional schools screening tests further limits Chicano career options.

12. Be it resolved that NIE and U.S.O.E. allow contracts for Chicano models to be developed which will address themselves to the unique needs of the bilingual, bicultural student in career education. Also, that any further developmental efforts in Career Education models include bilingual, bicultural concepts and curriculums that are directed toward the distinctive special needs of Chicanos.

13. Be it resolved that the current Commissioner of Education, Assistant Secretary for Education, insure that the Washington staff of the Office of Education and the National Institute of Education reflect the Chicano make-up of the U.S. population as President Nixon recommends in his 16-Point program.

14. Be it resolved that the Commissioner of Education insure that the regional Offices of Education and National Institute of Education staff reflect the Chicano make-up of those regions.

15. Be it resolved that members of the "MESA DIRECTIVA" act as technical assistants to educational visitations, which are developing career education ladders, and are in the Chicano regions of the country.

16. Be it resolved that the "MESA DIRECTIVA" be responsible for coordinating and conducting regional workshops in the Chicano areas of the United States. The regional workshops will address themselves to the unique needs of the bilingual, bicultural student.

17. And be it further resolved that rather than the current emphasis in developing curriculum materials which stress the White, Anglo, Protestant, and Middle-Class orientation, a new direction be taken which places the emphasis on meeting the individual needs of Chicano students--including differences among ethnic groups. And that in the curriculum and guidance aspects of career education, testing, counseling and decision-making instruments and practices be re-directed away from creating obstacles and barriers, as these have been used in the past--preventing the Chicano's attainment of his/her career goals.

*The following names are willing to participate in the "MESA DIRECTIVA":

Pepe Barron, Washington, D.C.

Tony Calvo, California

Alfredo de los Santos, Texas

Antonio Esquibel, Colorado

Corrine Sanchez, California

Gilbert de los Santos, Texas

Joe Bernal, Texas

Anita Pando, Utah

APPENDIX I

RESOLUTIONS

NEW MEXICO CAUCUS [3]

Whereas we are aware that education has failed to meet the needs of our Bilingual-Multicultural children, we the New Mexico Caucus propose:

1. That the concept of Bilingual-Multicultural Education be extended to all districts for all children in New Mexico.

2. That the state department of education insist that local school districts hire only those teachers that are prepared to meet the needs of Bilingual-Multicultural children.

3. That all school districts in conjunction with the state department of education provide in-service training for all teachers based on the needs of the Bilingual-Multicultural setting of this state.

4. That certification be changed to meet the needs of all cultures of this state and recertification be assessed accordingly every three years; and that at least half of the recertification requirement be in the area of the cultural needs of the state.

5. That the state department of education mandate to local districts that there be direct community involvement in the full implementation of their educational program.

6. That the legislature appropriate the necessary monies and direct the BEF (Board of Educational Finance) to fund viable Bilingual Multicultural teacher training programs.

7. That teacher training include a community action internship for all potential teachers.

8. That state legislation for Bilingual Multiculture education provide adequate funding to implement instructional programs on a continuing basis rather than the three year transitional limitation of the present legislation.

9. That Title VII of the Elementary and Secondary Education Act of 1964 funding policy be extended beyond the five year limitation until such time as we have reached equal education for all.

10. That all school districts implement comprehensive and viable instructional programs which will insure the cultural and linguistic equality of all children in the State of New Mexico.

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[3] With reference to State Caucus resolutions and the endorsement by the Institute please see introductory remarks - page 2 No. 1

APPENDIX J

RESOLUTIONS

TEXAS CAUCUS

1. Make a positive statement about Texas' Bilingual Bicultural Education. Strike out the questions of compensatory Education in the bill as well as the limit of 3 grades in the bill. Also knock out that part of Sect. 21.455 starting with the wording: "shall be enrolled."

2. Emphasis of Bilingual-Bicultural programs be given throughout the state but more so where the larger number of bilingual children are enrolled.

3. That other Chicano educational colleges and elementary schools be invited to future National Task Force endeavors (conferences).

4. That the National Task Force seek any and all means to insure that the state incorporate and enforce any and all laws regarding funding and hiring of Mexican Americans for Bilingual-Bicultural programs, public and private.

5. National Task Force--assisting in the implementation of Alternative Schools dealing with bilingual-bicultural programs.

6. That their institutes express a concern that the Office of Education's drafting of Title VII rules goes in contravention (unconstitutional) in that the National Committee on Bilingual Education of the Office of Education did not draft the rules as prescribed by law.

7. That the National Task Force express a concern that:

   a. All institutions of higher learning be urged to incorporate Bilingual/Bicultural Teacher Training Programs.

   b. Monitor, police, and rate higher education institutions in regards to their implementation of Bilingual/Bicultural Teacher Training Programs.

   c. Assistance is needed in recruiting Bilingual/Bicultural Students.

8. That funding should emphasize community and home environment in Bilingual/Bicultural programs and that this program should use a public relation approach.

9. That the National Task Force seek all means to:

   a. Express accountability in expending of migrant educational money.

   b. MALDEF be contacted if court action is necessary.

   c. State School Board and Governor be contacted in an effort to replace the present migrant coordinator who returned unused migrant education monies--to then be replaced by a Bilingual/Bicultural person sensitive to problems of migrants.

10. That the National Task Force contact school boards controlled by uninformed and insensitive Mexican Americans to incorporate Bilingual/Bicultural programs.